



Bromesberrow St Mary's Church of England Primary School and Preschool

Pupil Premium Funding

Action Plan 2019-2020

This plan has been drawn up taking into account the research from the Education Endowment Foundation, staff, governors, parents and children.

The overall aims of the plan are to

- *Raise the in-school attainment of both disadvantaged pupils and their peers*
- *Ensure that all children, regardless of socio-economic factors have access to the same educational opportunities.*

What research says:

National Audit Office 2015 findings

Children views:

- 50% of children shared that working in a small group with the class teacher was helpful
- 46% shared that having lessons with children who are just as clever helped them as a opposed to more or less clever.
- 27% shared that one to one lessons with the teacher helped and only 19% with a TA.
- 51% reported that doing homework was helpful
- 40% shared that school trips helped them and 89% felt positive about them.
- 37% of children reported that tests make them feel bad, whereas 67% felt positive about academic lessons.

Parent Views:

- 63% of parents hadn't even heard of the pupil premium
- 25% of parents didn't know how the money was spent.
- 57% hadn't read or looked at school's PP strategy or status.

School leaders' views:

- 49% of leaders shared that they spend significantly more than the PP on disadvantaged children.
- 61% of schools reported that they spent most of the money on pupils eligible for PP, but some of the money on all pupils.

High effectiveness interventions chosen by schools

Interventions with high effectiveness:

- 72% of school used one to one tuition (high expense)
- 67% used EY's intervention schemes (high expense)
- 63% to improve feedback between teacher and child
- 47% giving pupils strategies to facilitate their own learning
- 25% on peer to peer tutoring

Interventions with moderate effectiveness:

- 57% worked on parental involvement
- 50% invested in digital technology
- 38% invested in training TA's to gain higher qualifications
- 33% to reduce class sizes (high expense)

*The majority of schools chose to spend their money on *additional teaching assistants (71%)* and *improvement to the classroom environment*. Interestingly when surveyed, only 23% of leaders felt that employing additional teaching assistants was effective.

Significantly 85% of leaders felt that the PP had had a strong impact on improving pupil outcomes and confidence.

Leaders reported that a major barrier to the effectiveness of the PP funding was parental engagement, pupil aspiration and funding levels.

Education Endowment Foundation (EEF)

The EEF have published a new guide to the Pupil Premium (June 2019)

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf . They introduce the concept of a tiered system, focusing on three key areas:

Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Education Endowment Foundation Toolkit findings

The EEF shares interventions and their impact/effectiveness in months:

Intervention	Impact in months	Cost (high, moderate, low)
--------------	------------------	----------------------------

Collaborative learning	+5	L
Digital technology	+4	M
Early Years intervention	+5	H
Feedback	+8	L
Mastery Learning	+5	L
Metacognition and self-regulation	+7	L
One to one tuition	+5	H
Oral language	+5	L
Peer mentoring	+5	L
Phonics	+4	L
Reading comprehension	+6	L
Small group tuition	+4	M
Social and emotional learning	+4	M

*teaching assistants as a 'broad category', working as a general classroom help are +1 (very low impact). This is pretty leading and if you read between the lines, not very accurate as they do many of the interventions above so have a good impact.

What are the most effective ways to support disadvantaged pupils' achievement?

Research undertaken by NFER highlights seven building blocks that are common in schools, which are more successful in raising disadvantaged pupils' attainment:

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



1. Summary information					
School	Bromesberrow St. Mary's C of E Primary School				
Academic Year	2019-20	Total PP budget including PP+	£19,120	Date of most recent PP Review	Autumn 2019
Total number of pupils	58	Number of pupils eligible for PP	-Based on funded 13 children -10 children on roll	Date for next internal review of this strategy	October 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the National Standard or above in reading, writing & maths (or equivalent)	KS1: 2/3 67% KS2: 3/4 75% (Writing and Maths 2/4 50% GD) Whole School: 8/14 (57%)	KS1:Reading-75%, Writing-69%, Maths- 76% KS2: Reading-73%, Writing-78%, Maths-79%
% making good progress measure in reading (or equivalent)	KS1: 8/8 100% KS2: 6/6 100% Whole School:14/14 100%	
% making good progress measure in writing (or equivalent)	KS1: 8/8 100% KS2: 5/6 83% Whole School13/14 93%	
% making good progress measure in maths (or equivalent)	KS1: 8/8 100% KS2: 5/6 83% Whole School: 13/14 93%	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		

A.	Social, emotional and mental health needs impacting on children's readiness to learn and therefore their achievement	
B.	Lack of aspiration, which impacts upon motivation and life chances	
C.	Poor spelling and vocabulary, which impacts upon fluency and attainment in writing.	
D.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance, particularly persistent absence through holidays and general resilience.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Children's social, emotional and mental health needs to be met, so that they are happy and ready to learn.	<p>Children's wellbeing will have improved and they will have strategies to manage themselves and their behaviour.</p> <p>They will be making good progress in their learning (100% to make good progress).</p> <p>They will be attending school regularly and have a better resilience in terms of everyday challenges.</p>
B.	Children will have aspiration and will see themselves as learners, who can achieve and do well.	<p>Children to be doing well in their learning, as seen through lesson learning, books and through dialogue.</p> <p>Targets: 70% to be on track in reading, writing and maths In reading:30% GD and Writing 10% GD</p>
C.	Poor spelling and vocabulary, which impacts upon fluency and attainment in writing	<p>RWI Spelling Approach to be having an impact and to be seen in application and context of writing books.</p> <p>100% of PP to make good progress Writing</p> <p>Targets: 70% to be on track in reading, writing and maths In reading:30% GD and Writing 10% GD</p>

D.		
E.	Children who are vulnerable attend school well, so that they make good progress in learning.	<p>Attendance is not a limiting factor on achievement.</p> <p>PP premium absence to be in line with National average.</p> <p>100% of PP children to be making good progress as seen through monitoring and observation of teaching, learning, books and environment.</p>

5. Planned expenditure					
Academic year		2019-20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Children's social, emotional and mental health needs to be met, so that they are happy and ready to learn.	Trailblazer therapeutic programme, working in partnership with the LA and NHS. Children will have access to low level therapeutic options to support their mental health and resilience.	One Gloucestershire have put together a targeted offer for schools, based upon substantial research to address the needs identified by the Green Paper in 2017, stating that access to mental health services for children would be best realised through schools. Bromesberrow are proud to be part of this project and staff will be trained, alongside professionals to become more aware and able to support low level mental health needs. This will be a sustainable model.	Working in partnership with all stakeholders. SENCO and Class 3 teacher as mental health leads on project in school.	SENCO and Class 3 Teacher	
	Training to be a Restorative Practice school	Restorative Practice Gloucestershire have partnered with GHLL with the aim to use restorative practice in school to: <i>reduce exclusions of young people, build stronger relationships, develop emotional</i>	SENCO to work with Early Help Lead	SENCO	

	<p>Work in partnership with Facts4Life, Daily Mile and GHLL to broaden our early offer of help to families through staff training, direct workshops and work with families. Look to gaining Mental Health Award for school.</p> <p>Work in partnership with the Leadon Vale Children and Families pastoral worker to support vulnerable children and families.</p> <p>Have training on Philosophy 4 Children to develop children's voice and resilience</p>	<p><i>literacy and resilience and have more pupil involvement in their school communities.</i> https://www.ghll.org.uk/partnership-projects/restorative-gloucestershire/</p> <p>These are both research supported providers, who have been recognised as good providers and champions of children's mental health and wellbeing. https://facts4life.org/ https://www.ghll.org.uk/</p> <p>Our family support worker has been employed by the Gloucester Diocese to support the parish community to flourish and thrive. The Church of England are focused on mental health and wellbeing as seen through: https://www.churchofengland.org/sites/default/files/2018-04/Mental%20Health%20and%20Wellbeing%20Guidance.pdf</p> <p>The rationale for the investment into children's mental health and wellbeing is that children need to be 'ready to learn' before they are 'able to learn.'</p>	<p>SENCO to coordinate training and support in school e.g. Mental Health First Aid and Facts4Life healthy eating workshops</p> <p>SENCO and RE lead to ensure that there is a joined up approach to ensure the needs of our diverse community are met through an appropriate offer of support.</p>	<p>SENCO</p> <p>SENCO and RE Lead</p>	
--	---	---	--	---------------------------------------	--

--	--	--	--	--	--

<p>To improve children's spelling and help them to develop their vocabulary, so that an increased proportion of children are working at the expected standard in Writing.</p>	<p>Investing in RWI discreet spelling programme, which is to be applied in everyday learning. Dictionaries and expectations to support this through quality first teaching.</p> <p>Targeted small group support by additional qualified teacher and TA for phonics in Ks1 using a pre and over learning strategy, as well as precision teaching training.</p> <p>Precision teaching training for all staff to support the teaching and retention of spellings particularly alternative forms and high frequency words.</p> <p>Embedding our Journey of Writing Approach through quality First Teaching to ensure children take pride in their writing and that this process of learning is captured and valued.</p>	<p>EEF: shows that the impact one to one support, small group tuition, phonics and reading comprehension have a moderate to high impact.</p>	<p>Monitoring and observation by Governance, HT's and Phase Leads of books and lessons, Learning walks and dialogue with pupils and teachers.</p>	<p>Governors, HT's Phase Leads</p>	
---	---	--	---	------------------------------------	--

<p>High aspiration for all children, so that they are able to achieve and master the curriculum.</p>	<p>Quality teacher input to facilitate deeper level learning.</p> <p>Further embed our mastery approach across the school, investing in further teaching support to enable this to be successful in a mixed age environment.</p> <p>Using a text immersive quality English curriculum, which ensures that children are exposed to quality texts by intent, not chance.</p> <p>Linking with Swindon Village Primary school to develop our reading approach based around Templar Wilson model.</p> <p>Develop our RE teaching in the upper years, using the teaching approach of Understanding Christianity to develop children's ability to philosophise and explore feelings, beliefs and concepts.</p> <p>Invest in our School Council (teacher and teaching partner joint venture) to develop children's voice, ability to debate and discuss, and see that they can make a difference</p>	<p>http://www.glowmathshub.com/</p> <p>EEF: Mastery Learning + 5 months impact</p> <p>CLPE: https://clpe.org.uk/ Offer a wealth of resources, great text suggestions and overviews. They have been a leading voice on the Power of Reading for many years.</p> <p>Templar Wilson: https://misswilsonsays.files.wordpress.com/2016/10/whole-class-reading-activity-bank1.pdf</p> <p>Rhoda Wilson uses DERIC (decode, explain, retrieve, interpret and choice) as a way to develop children's engagement with and comprehension of what they are reading.</p> <p>Understanding Christianity Resource: http://www.understandingchristianity.org.uk/</p> <p>Helps to develop children's thinking skills and ability to look at the cultures and beliefs of themselves and others. In developing a better understanding of themselves they can be aspirational in learning and life.</p> <p>https://www.schoolcouncils.org/dl/OCCStudentVoiceResearch.pdf</p> <p>Research shows that if ran and supported well with appropriate time and investment, School Councils can make a significant difference to the student body. 13</p>	<p>Monitoring and observation of books, lessons, pupil voice.</p> <p>Partnership working with other schools and teachers to learn from each other and develop existing practice. Being broad and open in our thinking.</p> <p>Working with the Diocese to gain from the experience and expertise of others. A quality assurance process through this.</p>	<p>HT's and Middle Leads</p>	
--	--	--	---	------------------------------	--

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children’s social, emotional and mental health needs to be met, so that they are happy and ready to learn.</p>	<p>Additional opportunities to develop emotional intelligence and social interaction to include:</p> <ul style="list-style-type: none"> * After school provision, linking with another provider to support children to forge new relationships and benefit from new experiences *Residential and other enrichment opportunities to develop resilience and independence (through developing leadership qualities and aid transitions); as well as social interaction skills. *Additional transition and support for vulnerable Y6 pupils for move to high school *Educational psychology support *Emotional Literacy groups *Forest school to be rolled out across school 	<p>National audit 2015 findings show that: 40% of children found that school trips helped them and 89% felt positive about them.</p> <p>School Online Pupil Survey by GHLL, shows that children would like help to manage anxiety and transitions.</p> <p>EEF: Metacognition and self-regulation has a very strong impact.</p> <p>Forest School: There is much research to support the impact of Forest School and outdoor learning on the wellbeing of children and adults. We feel it is important to invest in this, giving children opportunities to socialise and risk take in a controlled, but explorative manner.</p>	<p>Administration to be aware and adapt charging policy to recognise PP children adjustment. Heads to monitor the effectiveness of this.</p> <p>Pupil and staff voice and conferencing to show positive impact.</p>	<p>Heads</p>	

Total budgeted cost					£6 000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
To limit the impact of poor attendance on the achievement of pupils, being vigilant and resourceful in approach.	<p>Continue to prioritise working with families to increase awareness of the importance of good attendance and the impact of poor attendance on achievement.</p> <p>Early Help offer and team around the family approach to support and enable, looking at breaking down barriers.</p> <p>Have culture of vigilance and be resourceful in supporting families. Be courageous in questioning and solution focused.</p>	<p>EEF Toolkit shows 3 months can be gained through <i>parental involvement</i>.</p> <p>Dfe NFER research building blocks highlight the importance of attendance in supporting disadvantaged pupils.</p> <p>Being open and supportive with our families ensures that we form strong relationships built on mutual trust. By being solution focused and asking questions we can find ways to move forward together.</p>	<p>Regular reporting to governors, holding school to account.</p> <p>Weekly analysis of attendance data to show an improving picture over time.</p> <p>Analysis of data to look at reasons behind the figures.</p>	HT	
Total budgeted cost					£3 000

